



**Reading Done Right**  
Practical, Effective Support

# **Sounds First Phonemic Awareness Assessments**

Grade 2

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# **Grade 2**

## Whip Around Assessments



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Delete Second Sound in Initial Blend

Week 3 Skill: Cut the Second Sound in Initial Blend.

**Directions:** Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they cut the second sound in the first blend now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the second sound in the initial blend.

Warm-up model for the group. **T:** Say *skip*.

**S:** skip

**T:** Now say *skip* without *k*.

**S:** sip

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		twin→tin			slam→Sam			slope→soap			grab→gab			bled→bed
		slit→sit			drill→dill			scold→sold			bran→ban			skit→sit
		flow→foe			cramp→camp			great→gate			spy→sigh			scoop→soup

#### Scoring and Next Steps:

Ⓜ (There may not be many kinders that show mastery!) If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Substitute the 2nd Sound in Initial Blend

Week 6 Skill: Change the 2nd Sound in an Initial Blend.

**Directions:** Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the sound. Nonsense words are fine!

Warm-up model for the group. **T:** *snore*

**S:** snore

**T:** *Now say snore but change /n/ to /t/.*

**S:** store

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		snail→t (stale)			snow→l (slow)			flame→r (frame)			fly→r (fry)			smoke→p (spoke)
		clam→r (cram)			crash→l (clash)			spy→k (sky)			grow→l (glow)			clock→r (crock)
		skip→n (snip)			spill→k (skill)			scar→t (star)			plod→r (prod)			skim→w (swim)

#### Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Substitute the Final Sound of Words

Week 9 Skill: Change the Final Sound of Words.

**Directions:** Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the sound. Nonsense words are fine!

Warm-up model for the group. **T:** seed

**S:** seed

**T:** Now say seed but change /d/ to /t/.

**S:** seat

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		that→n (than)			set→d (said)			room→t (root)			gem→t (jet)			wish→th (with)
		chin→p (chip)			moon→v (move)			when→b (web)			lead→f (leaf)			sack→t (sat)
		hope→z (hose)			tear→m (team)			wake→j (wage)			jam→z (jazz)			yet→s (yes)

#### Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Substitute the Final Sound of Words with Blends

Week 12 Skill: Change the Final Sound of Words with Blends.

**Directions:** Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the sound. Nonsense words are fine!

Warm-up model for the group. **T:** *hard*

**S:** hard

**T:** *Now say hard but change /d/ to /t/.*

**S:** heart

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		burn→d (bird)			lunge→ch (lunch)			warn→t (wart)			ark→m (arm)			turn→m (term)
		worse→d (word)			firm→n (fern)			dart→k (dark)			else→k (elk)			sense→d (send)
		wrist→k (risk)			bunch→k (bunk)			heart→p (harp)			cork→d (cord)			charm→t (chart)

#### Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Delete the First Sound in the Final Blend

Week 15 Skill: Cut out the First Sound in the Final Blend.

Directions: Use anytime during the Mastering Week.

Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they cut off the first sound in a final blend now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the first sound in the final blend.

Warm-up model for the group. **T:** Say *coast*.

**S:** coast

**T:** Now say *coast* without *s*.

**S:** coat

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		task→s (tack)			cold→l (code)			nest→s (net)			lisp→s (lip)			jest→s (jet)
		melt→l (met)			chomp→m (chop)			draft→f (drat)			act→c (at)			rust→s (rut)
		splint→n (split)			ghost→s (goat)			volt→l (vote)			pant→n (pat)			left→f (let)

#### Scoring and Next Steps:

Ⓜ (There may not be many kinders that show mastery!) If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: \_\_\_\_\_

### Whip Around Assessment - Substitute the First Sound in Final Blend

Week 18 Skill: Change the First Sound in a Final Blend.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the sound. Nonsense words are fine!

Warm-up model for the group. **T:** *lift*

**S:** lift

**T:** *Now say lift but change /l/ to /s/.*

**S:** list

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		fist→(ks) fixed			test→n (tent)			bent→l (belt)			runt→s (rust)			wept→n (went)
		went→(p) wept			went→s (west)			faced→n (faint)			ant→f (aft)			wink→s (whisk)
		nest→ks (next)			pant→k (pact)			lint→f (lift)			mild→n (mind)			text→s (test)

#### Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.

# **Grade 2**

## **Cumulative Assessment**

**Tennessee PA & APA Component**  
**Second Grade Assessment of Phonological Awareness**  
**Cumulative Form**

**Student:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Circle Grade:** 2<sup>nd</sup> other

**Directions:** Read each sentence, distinguishing sounds clearly to the student. Record the response. Please note if the student responded in fewer than 2 seconds by placing a ✓ in the automatic box for the item. You can stop testing a level once the student gives an automatic and correct response. If the student answered correctly but took two seconds or longer, place a ✓ in the ‘no time limit’ box for the item and continue assessing. If the student did not answer or answered incorrectly, do not place a check anywhere and continue assessing.

Tracking student progress: If the student was automatic with a skill, highlight the level (Lev) in green. The student has mastered this level! For prompts where the student was accurate but slow, highlight the level in yellow. The student needs more ‘knowing’ practice in these levels together with any classmates who scored similarly for those levels. For skills the student missed, highlight the level in orange. The student needs to return to ‘experiencing’ in these levels with any classmates who also scored similarly.

**Each time you re-assess, you will only assess items you have highlighted in yellow or orange.**

<b>Basic Phonemic Awareness</b>			“One thousand one, one thousand two”	No Time Limit
<b>Prompt:</b> <i>(skill named in shaded rows)</i>		Correct Answer	Mastered this:	Untimed
Items #1-21 are first grade skills. Items #22-33 are second grade skills	Syllable Deletion - first syllable			
	1	“Say steamroller. Now say steamroller without /steam/.”	<i>-roller</i>	
	Syllable Deletion - second syllable			
	2	“Say stumble. Now say stumble without /ble/.”	<i>-/stum/</i>	
	Syllable Deletion – three-syllable word, first syllable			
	3	“Say amazing. Now say amazing without /a/.”	<i>-mazing</i>	
	Syllable Deletion – three-syllable word, last syllable			
	4	“Say document. Now say document without /ment/.”	<i>/docu/</i>	
	Delete initial phoneme in an onset blend			
	5	“Say bread. Now say bread without /b/.”	<i>red</i>	
6	“Say cram. Now say cram without /c/.”	<i>ram</i>		
Substitute single phoneme onset in an onset blend				
7	“Say glow. Now instead of /g/ say /b/.”	<i>blow</i>		
8	“Say crew. Now instead of /k/ say /t/.”	<i>true</i>		
Substitute rime unit				
9	“Say slant. Now instead of /ant/ say /ay/.”	<i>slay/sleigh</i>		
10	“Say tree. Now instead of /ee/ say /ue/.”	<i>true</i>		
<b>Basic Phonemic Awareness:</b>				
<b>Advanced Phonemic Awareness</b>				
Delete the initial phoneme in 2nd syllable				

11	“Say paving. Now say paving without /v/.”	<i>paving</i>		
12	“Say wormy. Now say wormy without /m/.”	<i>worry</i>		
Substitute onset phoneme in 2nd syllable				
13	“Say sicker. Now instead of /k/ say /p/.”	<i>sipper</i>		
14	“Say teasing. Now instead of /z/ say /ch/.”	<i>teaching</i>		
Split final blend and delete final phoneme				
15	“Say stork. Now say stork without /k/.”	<i>store</i>		
16	“Say plant. Now say plant without /t/.”	<i>plan</i>		
Delete final phoneme				
17	“Say howl. Now say howl without /l/.”	<i>how</i>		
18	“Say great. Now say great without /t/.”	<i>gray</i>		
Substitute the medial vowels				
19	“Say cat. Now instead of /a/ say /i/.”	<i>kit</i>		
20	“Say fox. Now instead of /o/ say /a/.”	<i>fax</i>		
21	“Say mid. Now instead of /i/ say /a/.”	<i>mad</i>		
Delete the second sound in initial blend				
22	“Say plan. Now say plan without /l/.”	<i>pan</i>		
23	“Say sneak. Now say sneak without /n/.”	<i>seek</i>		
Substitute the second sound in initial blend				
24	“Say sweep. Now instead of /w/ say /l/.”	<i>sleep</i>		
25	“Say fruit. Now instead of /r/ say /l/.”	<i>flute</i>		
Substitute the final consonant sound				
26	“Say pen. Now instead of /n/ say /t/.”	<i>pet</i>		
27	“Say mouth. Now instead of /th/ say /s/.”	<i>mouse</i>		
Substitute the final consonant sound after splitting a blend				
28	“Say month. Now instead of /th/ say /ch/.”	<i>munch</i>		
29	“Say search. Now instead of /ch/ say /f/.”	<i>surf</i>		
Split and delete an ending blend				
30	“Say haste. Now say haste without the /s/.”	<i>hate</i>		
31	“Say nest. Now say nest without the /s/.”	<i>net</i>		
Split and substitute an ending blend				
32	“Say lift. Now instead of /f/ say /s/.”	<i>list</i>		
33	“Say paste. Now instead of /s/ say /n/.”	<i>paint</i>		
<b>Advanced Phonemic Awareness Score:</b>				
<b>Total Score:</b>				

**Notes on scoring and interpretation:**

*There are 66 total points available for 2<sup>nd</sup> graders (all items assessed).*

*A student who responds to many prompts slowly and/or has many errors definitely needs more experiences with those not-yet-mastered skills while still getting the full class lessons.*

*This curriculum has many practice opportunities and repeated exposures throughout the sequence. Students new to phonemic awareness, or slightly behind their peers, will likely gain proficiency through the natural lesson progression and the high number of practice opportunities.*